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ABSTRACT

The goal of the Hamilton and Waterloo Catholic School Boards in Ontario, Canada, is to meet the needs of all children, in ordinary, age-appropriate classes in neighborhood schools. This report focuses on this approach of teaching students and disabilities, terming it "full inclusion." The report describes local school board policy and practice, covers integration strategies, investigates the parents' perspective, and shows how legislation has failed to keep up with rising aspirations. Three specific strategies used to facilitate integration are described through case studies entitled: "Circle of Friends," "Making Action Plans (MAPS)," and "Cooperative Education and Work Experience." The report concludes with 21 references and names and addresses of 11 resource organizations, mostly in Ontario. (JDD)

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Each Belongs.

Integrated education in Canada

A report by
LINDA SHAW

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Introduction

More than two thousand people from all over the world have travelled to Hamilton in Southern Ontario, Canada, during the last decade to visit schools run by the local Catholic School Board. About twenty miles away in Waterloo, another Catholic School Board has organised a school tour programme to meet an increasing number of requests from visitors.

The importance of these two education systems is that they have adopted progressive policies which aim to eliminate segregated special education.

The goal of the Hamilton and Waterloo School Boards is to meet the needs of all children in ordinary, age-appropriate classes in neighbourhood schools. The boards do not run any special schools and special classes in ordinary schools are virtually extinct. All children including those with challenging needs are welcomed and supported together.

This approach is known as "full inclusion" or, as it is described in one of the board's mottos, "each belongs". Full inclusion challenges the traditional "cascade" concept of special education and replaces it with the image of a diverse kaleidoscope. Instead of labelling children by their disability and placing them somewhere along a continuum between integration and segregation, all children with their unique backgrounds, gifts and special needs, learn together in ordinary classrooms. This is integrated education.

Marsha Forest, from the Centre for Integrated Education and Community in Toronto, Ontario, says that the most disturbing element of the "cascade" model is the misunderstanding of integration.

Integration is traditionally interpreted as an amount of time a child spends in a situation with children who do not have disabilities. In fact, says Dr. Forest, the deep meaning of integration is expressed by the terms "inclusion", "belonging", "unity". It is not a placement. It is a philosophy that says classrooms — and communities — are not complete unless all children with all needs and all gifts are welcome.

The strong emphasis on integration as a moral and human rights issue is relevant in considering what visitors to schools in the Waterloo and Hamilton Board can reasonably expect to discover.

They can see integration working in these two boards and learn about the wide range of support services readily available to help teachers and pupils in ordinary classrooms. They can see classroom structures and teaching practice which facilitate diverse ways of learning. They can talk to teachers who work in teams and share problems and achievements, and to children who do the same. Commitment is regarded as vital, together with team work and problem solving, inspired and sustained by common values and known goals.

This experience of everyday life at schools in Waterloo and Hamilton is not offered as a definitive model for integration or proof that it will always be successful. On the contrary, visitors are warned that there is no perfect model, that there are risks, and that integration might fail. They are challenged to turn to their own resources and contributions rather than confine their search for knowledge to so-called experts.

But perhaps most importantly the meaning of integration, as understood by Catholic schools in Waterloo and Hamilton, makes a quest for proof of success not only impossible but also hurtful. From the point of view of these two boards, being integrated in an ordinary school no more requires a guarantee of success than does participation in any other ordinary life experience. Integration reflects value and the sort of society schools are aiming to build. It proclaims the right of children with disabilities or difficulties to belong. And there is no need to prove that.

Linda Shaw, who works at CSIE, compiled this report following a visit to Hamilton and Waterloo, (south west of Toronto), in October, 1989. CSIE wishes to thank the parents, teachers, schools, students and administrators who shared their time and knowledge so generously and particularly to the Centre for Integrated Education and Community. Waterloo Board runs fifty-four schools catering for 19,000 students and Hamilton Board has 23,000 students in 60 schools, representing about a third of the total student population in each region. □

Rising expectations and disappointing legislation

The last thirty years has seen major changes in educational provision for children with disabilities or learning difficulties in Canada together with rising aspirations by parents about the kind of service they want for their children.

Parents have sought greater and greater degrees of integration and new patterns of provisions have developed which reflect their expectations. To a large extent special schools have disappeared and the most likely placement for a child with a disability or difficulty in Canada is in a special class in an ordinary school. The integration debate has moved from the appropriateness of special schools compared with ordinary schools to whether ordinary classes with support are more suitable than special classes. Schools like those in Waterloo and Hamilton, which practice full inclusion, are regarded as excellent examples of what can be achieved and are at the cutting edge of integrated provision.

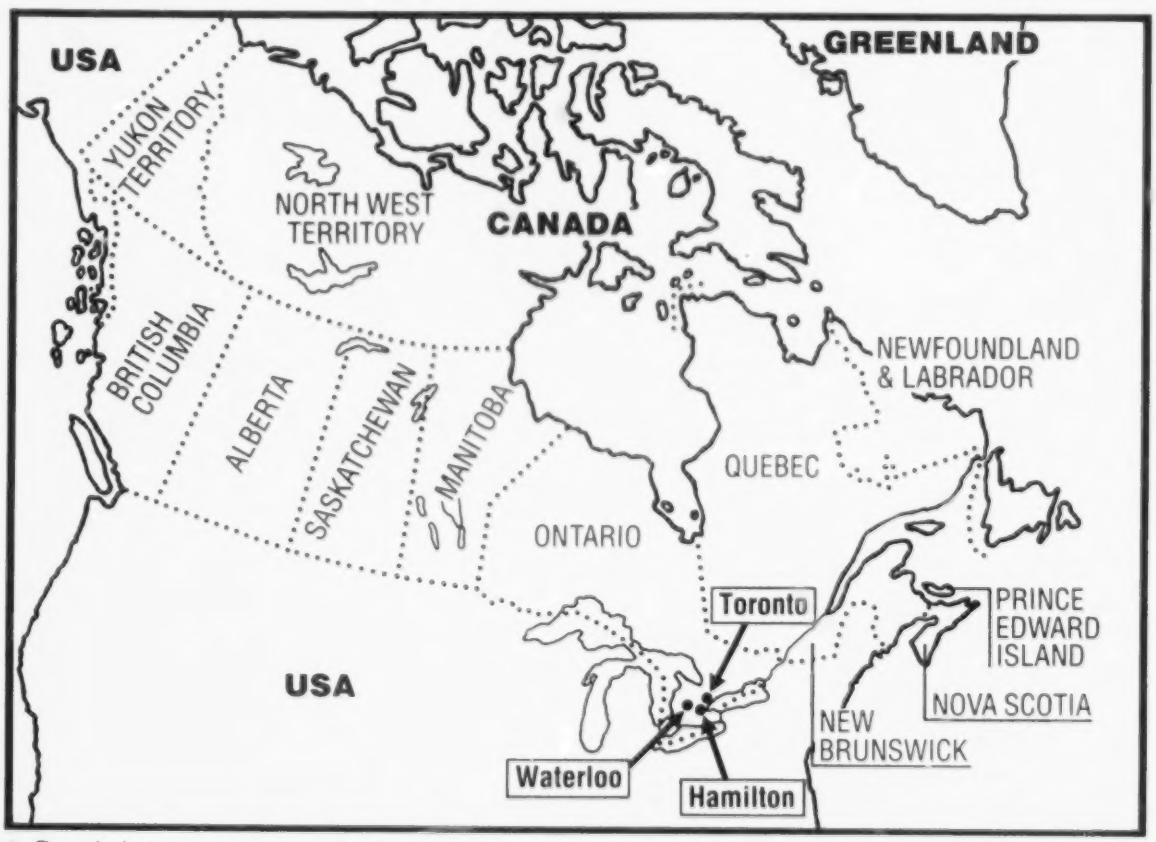
As parents expectations have risen there has been a tendency for new generations of parents to challenge the boundaries which have been established by their predecessors. Controversies have developed between parents who defend the provision they fought for and those who want to take it further.

Less restrictive environments

In Ontario province the major thrust of parents' demands in the 1960's was simply to secure an education for their children. Once that had been achieved the focus moved to educational settings with demands for increasingly less restrictive environments. By the late 1970's a strong lobby supported the closure of special schools.

As the year 2,000 approaches another new wave of parents and professional pressure is gathering momentum based on the widest possible interpretation of integration. The Integration Action Group and the Canadian Association for Community Living are both calling for integration in ordinary classroom, in ordinary neighbourhood schools with appropriate support.

The Integration Action Group's statement of principles challenges the double standard which so often applies to children with disabilities or learning difficulties by alligning their needs with the needs of all children. Part of the group's statement reads: "All children have the right to share educational experiences with others their own age. All children have the right to supports



• *Canada has ten provinces and two territories, the provinces run their own education services.*

Ontario

HUMAN RIGHTS CODE

PREAMBLE

WHEREAS recognition of the inherent

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. Every person has a right to equal treatment with respect to services, goods and [illegible]

● *Segregation is being challenged under the Human Rights Code.*

Common complaints include wide variation across the province in the way local school boards interpret the law, lack of uniform standards and programmes, problems associated with the identification of students, inadequate parental participation in decision making, and weakness of the appeal process.

There is also concern that Bill 82 does not give any direction about integration, especially in view of the widespread belief when the law was introduced that integration was the central aim. An Ontario Ministry of Education spokesman said that the Ministry recommends a range of provision including ordinary classrooms, self-contained classes, and special schools. It does not believe that all children benefit from integration and considers that parents should be given a choice of provision.

In contrast to Ontario, New Brunswick province *does* have legislation which strongly supports full integration. Here, Bill '85 directs that, to the maximum extent appropriate, exceptional pupils are to be educated with their age-appropriate peers in the least restrictive environment in which their educational and related needs can be satisfactorily met. The policy is known locally as "zero-reject".

A working paper from New Brunswick's Department of Special Services explains that special classes, separate schooling or removal of exceptional pupils from the regular class environment should only be considered in exceptional circumstances. They are:

1) If extensive and appropriate individual programme planning indicates that education in the regular class environment with the provision of supplementary supports and services cannot meet the student's educational and social needs.
2) If there is clear evidence that partial or full removal is desirable for the welfare of the child or the other children.

If removal is considered necessary this should occur for a limited time and with a goal oriented plan focussed on returning the child to his or her regular class.

In Ontario radical parents and professionals have started pressing for further amendments to their Education Act which would bring in a strong legal requirement for full integration, similar to that in New Brunswick, and effectively force other boards to open up classrooms in the same way as Waterloo and Hamilton have done voluntarily. Segregation in special classes in ordinary schools (or self-contained classes, as they are called in Canada), is also being challenged under provincial Human Rights Codes and the Canadian Charter of Rights and Freedoms. □

● *Canada's £370 per head of population for education is the world's highest.*

Policy and philosophy

There is absolutely no doubt about recognition of the equal status of children with disabilities or difficulties in learning in schools run by the Hamilton and Waterloo Catholic School Boards. The valuation of all children as equals, regardless of disability or difficulty, is declared in policy documents and statements; it is the basis for organisational structure and it is lived day by day in school work, activities and relationships.

The personal philosophies and examples of leading administrators are a major factor in the high priority given to integration in both boards. The Director of Education at Waterloo Board, George Flynn, and the Superintendent of Operations at Hamilton, Jim Hansen, are both well known advocates of full inclusion for all children. They are also unashamed in their pursuit of integration in education as a pressing human rights issue.

According to George Flynn, instead of merely reflecting society, schools need to play a greater role in shaping society. "We have to take a position -- be gutsy. It's time for school systems to say what they stand up for."

He adds: "Integration is not going to go away. We have a choice about *when* we will get involved but I don't think we have a choice about *if*. In each decade our society has included another minority group. As we enter the 1990's we are at a stage where we don't have to exclude anybody. We can be all inclusive."

Jim Hansen puts the human rights aspect even more bluntly by speaking out plainly against any justification for segregation because of disability. "Change the label. Say black instead of disabled and see if anybody would tolerate those kinds of statements. It's straightforward prejudice."

Full inclusion on the premise that each belongs because all are valued is routine for thousands of children in Catholic schools in Waterloo and Hamilton. These schools do not deny differences. They recognise and accommodate for differences and the example they set encourages students to do the same.

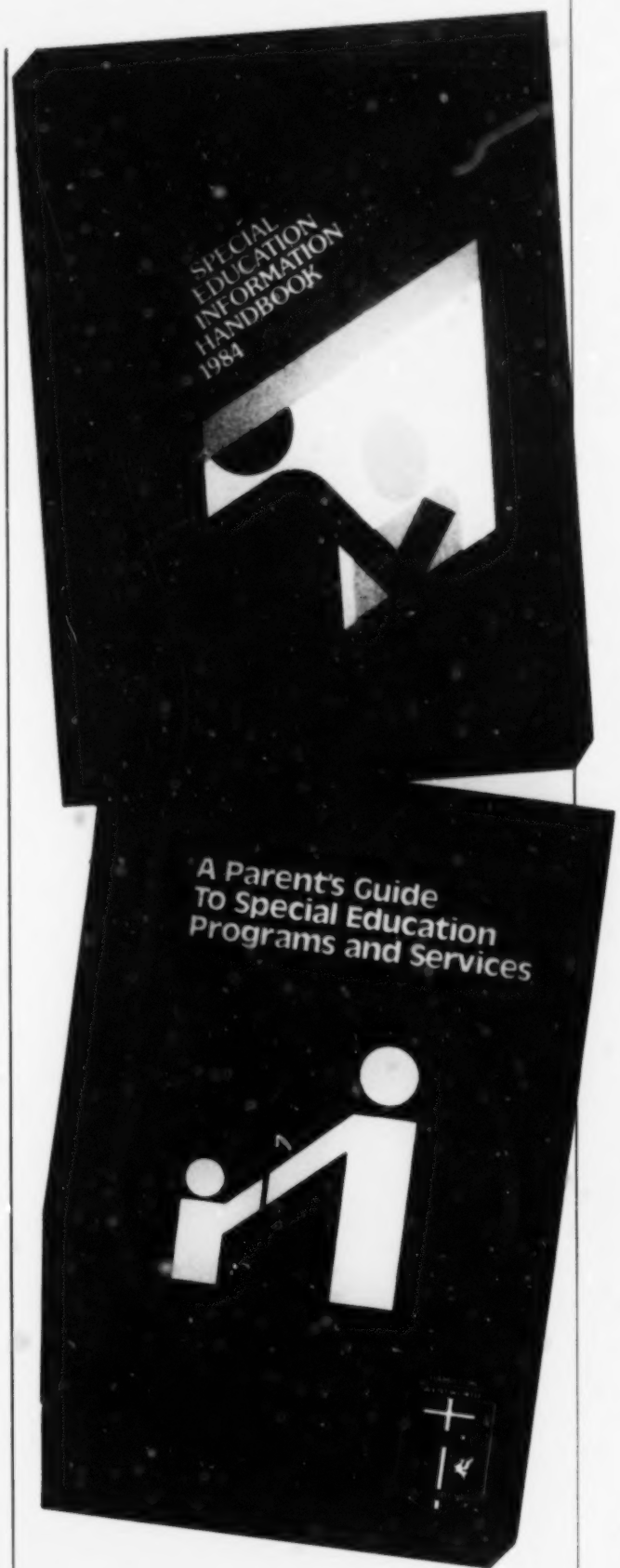
While both boards strongly reject, on a human rights basis, any suggestion that integration needs to be proved, they can give detailed information and references on research showing the benefits of integration and disadvantages of segregation.

Phil DiFrancesco, co-ordinator of special education programmes at Hamilton, says: "The research since 1980 is very clear. Both academically and socially kids do better in integrated settings than in segregated settings -- stuff good teachers have known all their lives."

Re-structuring services

Although integration has become normal in these schools, a basic shift in professional values and a careful process of planning and re-structuring of services and organisation was necessary to allow integration to happen. These major changes in attitude and practice focused squarely on the adults who provided the service.

One of the most mischievous myths about integration -- and there are many myths -- is that students in ordinary schools will not want to be



friends with students who have traditionally been in segregated special education. Yet Canadian practice has shown that children have no trouble with the concept of integration. It is the adults who have been brought up in segregated schools and communities who hold back through fear.

George Flynn, in Waterloo, says what is required is a "paradigm shift" — a fundamental change in concepts about differences among people, about how schools organise education, and about the purpose of education.

He explains that the "weight of past practices" and the difficulties professionals face in changing those practices make the task extremely challenging. In fact, he says, most schools have been designed to prevent children with challenging needs taking part. Those schools are not necessarily bad schools, but they have not fulfilled all their responsibilities. Being responsive involves accepting all children as belonging fully and naturally — regardless of presence or absence of challenging needs. There are no exceptions, he adds.

The change-over at Waterloo to what is termed "a unified system" of education began shortly after George Flynn was appointed director in 1985. At that time he inherited an organisational structure which supported a parallel system of special and ordinary education but espoused integration.

The progression to full inclusion for all children included two development days on integration for all the Board's 1,600 employees. The board's organisational structure was re-designed to de-centralise authority and responsibility, and a programme of in-service training was introduced for teachers aimed at developing their problem-solving skills regarding student learning and behaviours.

● *"We integrate because it's good education ... If it wasn't we wouldn't do it."*

Ironically before the change-over the Waterloo Board had a reputation as a promoter of integration having established special education supports long before the service was enforced by provincial legislation. But it was parents and teachers within the system who began to detect a fallacy and question the discrepancy between the philosophy of integration and the actual delivery of service to students. Examples of full integration through grass roots efforts — despite inadequate services and administrative reluctance — and the advocacy of these teachers and parents is regarded as a major factor in creating what is basically a new, re-structured education system.

Changing programme

It was as long ago as 1969 that a Special Services Committee of the Hamilton Catholic Board made detailed recommendations to support full integration throughout schools in its area. A section of the committee's 51-page report dealing with philosophical background states: "Special classes were a logical outgrowth of a general graded system. General education is rapidly changing. Special education must begin moving now to fit into this changing general education programme. A logical first step would be to discontinue our 'either-or' view of children".

The 1969 report continued: "Special education has been an adjunct to general education in a school system. It has operated on the role of 'expert' called in to solve or remove problems. The task of this committee was to make recommendations for the expansion of our limited special education facilities. In fact our first recommendation is to advise the abolition of special education as an isolated sub-system. Resources in personnel, facilities and materials of the total system will be brought to bear on each individual".

In 1982 a special education review of basic principles, programmes and services in Hamilton re-affirmed the "basic philosophical underpinnings" and made further recommendations to support integration.

The committee carrying out the review stated in its report: "The total thrust of special education in our schools centres on the classroom teacher. It is our belief that children learn best in the context of their peers. Meaningful changes in behaviour and learning occurs because of the normal relationship between classroom teacher and pupils.

"The emphasis on all pupils in regular classrooms does not deny the presence of learning difficulties or special gifts in pupils. To deny that some pupils have problems would be foolish. The Board therefore has the responsibility to provide assistance to the classroom teacher to make him or her more effective in meeting the needs".

In the Catholic School Boards of Hamilton and Waterloo special education is being replaced by a goal of quality education for all children. As Jim Hansen, in Hamilton, says: "We integrate because it's good education — straightforward, good education. If it wasn't we wouldn't do it". And George Flynn: "All kids need quality education and the best place to get that is in integrated schools". □

Quality education for all children

White coat image

The Waterloo Special Education Parents' Guide explains that support services are available to assist the classroom teacher in meeting the needs of all students. The support personnel work with the school personnel to develop a student's education plan.

A list compiled by looking through the parents' guides issued by the two school boards identifies the following personnel and services available to children: headteachers, special education consultants, behaviour consultants, social workers, educational assistants, speech and language pathologists, teachers of the hearing impaired, teachers of the visually impaired, child care workers, public health nurses, psychologists, and counsellors.

Two other important members of the education team (not listed in the guide books but spoken of frequently) are parents and the students themselves. Problem solving, focusing on a clearly defined need, involving teachers, parents and students, is regarded as the most effective way of deciding what to do. The problem solving centres on questions like:

"What would it take to ...?" "How can we make this work for ...?" "What is this class doing that ... can take part in?"

Students supporting students (through friendship and through peer-tutoring schemes) is an important component of quality education and preparation for life after school.

"Where are people going when they come out of school?" asks Marsha Forest. "When we look at outcome we want to make sure that our schools lead to life in the community".

According to Phil DiFrancesco the lack of ordinary role models makes separate special education a poor preparation for ordinary life. "If a kid goes to a segregated school or classroom, it doesn't mean he won't find dedicated teachers. What he won't find is other kids who'll help with his integration into society".

Good education

Curriculum adaption to fit individual needs is the basic tool of integration and, according to Marsha Forest, the basic tool of good education. The kind of teaching practices and classroom organisation which are good for integration are good for all children.

"We know that the issue of integration becomes a non-issue when you've got good classrooms with a child-centred, individualised curriculum", she says.

The delivery of the various resources to children is assessed, graded, and reviewed in a way that aims to ensure the supports are truly needed and that provision is not dis-empowering classroom teachers or students themselves. There are warnings about the dangers of teacher aides becoming children's maids, of mis-categorising teaching difficulties as learning difficulties and in general about the need for on-going appraisal to check that programmes and supports continue to be appropriate for children's needs.

Special education consultant in Waterloo, Theresa Pratt, says it is vital not to make the mistake of placing students in a programme to keep the programme alive. "That's key in our board. We have really come to realise that just because you have had something for a period of time, that doesn't mean it has to continue. We are constantly looking at the benefits and whether manpower and resources are being used in the best way".

Part of the re-organisation to a unified system at Hamilton involved reducing the number of meetings and conferences professionals attended and the number of reports they were required to compile in favour of greater availability to children. Schedules were re-arranged to enable professionals of different disciplines to spend more time in classrooms, assisting teachers, observing, talking, listening and giving advice.

Rather than holding discussions between themselves, in order to identify and place children, the emphasis was shifted to early identification of needs and speedy provision of special services in the classroom or resource room. Formal identification of children to secure special services — "going through the hoops" as one headteacher called it — was rendered superfluous by an improvement in resources to the classroom to prevent learning difficulties.

"We felt that too much time, energy and manpower were put into formal meetings rather than into what should actually happen with the child", says Theresa Pratt. "We used to call them our two thousand dollars meetings. We felt we could use our time and money in better ways to address the needs of the students".

● *Integrated education in Hamilton adds up.*

Three strategies

In Waterloo and Hamilton three specific strategies are used, where needed, to facilitate integration. The strategies — **Circle of Friends, MAPS,** and **Co-operative Education/Work Experience** — concentrate on developing friendships, increasing participation in the classroom and preparation for work. Given below are brief summaries of the three strategies and a short description of how the educational assistant's job is regarded as integration support as well as teaching support.

Circle of Friends

This is a structured process for involving classmates in welcoming a student with special needs and getting to know the new member of class. The purpose of the circle is to gather round the student a group of friends who will include him or her in activities in and out of school.

An early project may be to set up a student's telephone committee to chat on a daily basis about the student's experience of his or her new school environment. A facilitator helps to get a friendship circle off the ground and is available to offer support, guidance and advice as the group develops. It is accepted that membership of the group will change but lasting friendships are possible.

A friendship circle is not set up as a "special friends project" for "unfortunate" students or in the sense of "doing a good turn". It is intended to involve children in real, caring, friendships and support roles with their peers. Students without disabilities, as well as those with, have the opportunity to benefit from the experience.

● *Circles of friends benefit non-disabled as well as disabled students.*

The following comments from students taking part in a friendship circle illustrate, the reciprocal value of membership. The students' comments are taken from an account of "circle-building" at St. Mary's High School in Hamilton.

Student 1: *"I try not to use the word special anymore. I call my friends by their names".*
Student 2: *"I used to sit in the corner and be afraid to talk to people. Now I talk to anyone, I'm not afraid".*
Student 3: *"This is my last year at St. Mary's. I never felt like I did anything. Now I feel I've done something good".*
Student 4: *"Before, I thought if there was a handicapped person in the family I couldn't cope with it".*
Student 5: *"Now I feel students with handicaps do have a chance".*
Student 6: *"At the beginning I thought of them as retarded. I was scared. Then I became less prejudiced".*
Student 7: *"I got more open minded".*
Student 8: *"I've met lots of new people by being involved. I never would have thought about this before".*

The work of the Centre for Integrated Education shows that students willingly offer to join friendship circles when they realise the loneliness of many children who have been excluded. A series of questions by the facilitator shows the importance of friends in the children's own lives.

Most children have relationships of varying intensities ranging from close relationships with parents and other friends and relatives, to less intense personal friendships, relationships based on group activities, and relationships with paid professionals. Many children with special educational needs have only their parents and paid service providers in their lives.

Under the guidance of the facilitator the contrast is appreciated between full friendship circles and the impoverished circles of children from segregated special education.

Mary Mayer, head of the learning resource centre, at St. Mary's school in Waterloo says there is a fourth "R" in education and it is Relationships. "Think of the most important things that have happened in your life and almost certainly they will have centred on relationships.

"We don't depreciate the value of basic academic skills but unless children have a sense of relationships and community on which to build, academic skills become more difficult. We see academics and relationships going hand in hand."

Making Action Plans (MAPS)

This is basically a continuing planning process to establish a shared vision or dream for a child who has been labelled and to identify and solve the stream of challenges which arise in achieving that vision.

MAPS for school children with disabilities or learning difficulties is closely related to the Life Style Planning and Personal Futures Planning models for adults with disabilities. These two processes are used as tools to assist the participation of adults with disabilities at home, at work and in the general community. MAPS works in a similar way to assist the inclusion, participation and learning of children with disabilities in ordinary classes.

All three models include friends, neighbours, and family members as key contributors in the planning process. The models are directly opposite to those based on a deficit orientation.

MAPS is also different from — but complimentary to — an individual education programme (IEP). While MAPS is primarily about facilitating integration and working towards the vision of an integrated day shared by all those involved with a child, an IEP concentrates on specific educational goals and does not include such a wide membership in the planning process. MAPS can guide the team that prepares an IEP by specifying the kind, amount, and schedule of help a student needs to be an active learner.

The membership of a MAPS team usually includes the student with a disability or learning difficulty, members of the student's circle of friends, family members, and professionals who know the student. The inclusion of children in the planning process is considered essential because of their unique insight into what is needed to facilitate integration into the ordinary classroom. Children also have a major role in supporting a peer with high needs in ordinary settings.

Seven key questions are at the heart of the MAPS process and provide a structure which helps the team of adults and children to decide what direction to take.

The questions focus on history of the student; dream for the student's future; nightmare for the future; picture of the student as an individual; the student's strengths, gifts and talents; the student's needs; and an ideal day for the student. A facilitator and recorder are needed to guide the team through the process and summarise the group's thinking.

MAPS is a two-part process. Part one creates a picture of who the new student is and the direction everyone wants to take to assist the student to be an active learner. This part is completed by all members of the team in one meeting. The second part usually involves smaller groups planning specific ways to move in the overall direction set in part one.

The smaller groups meet, disband, and reform as necessary. The whole MAPS team reconvenes to celebrate the passage from one year to the next, when it is important to define a new direction, or when the student with special needs faces a challenge which the smaller groups cannot handle alone. Any member of the MAPS team can ask the rest of the group to meet.

Examples of Circle of Friends and MAPS working in practice for individual students are given in a separate section of this booklet (see page 14). Detailed descriptions of the two methods can be found in an integration handbook "*Action for Inclusion*" by O'Brien and Forest with Snow and Hasbury, published by Frontier College Press, Toronto, Ontario, Canada.

Co-operative Education and Work Experience

These schemes for secondary school pupils have a double purpose: as well as preparing students for work, they prepare the workplace to become more accepting of people with disabilities.

Job coaches and supervisors set up opportunities with local companies. They introduce students to the different jobs and monitor the placements. Work experience is usually half a day a week while co-operative education for senior pupils involves a half day's work every day.

By introducing students with disabilities to the world of work in a structured and supported way it is hoped that opportunities started in school will lead to permanent positions when students leave school. Already employers who were nervous of getting involved in co-operative education with students with disabilities are reported to be appreciating their strengths and seeking to take on more students.

Hamilton School Board has set an example by employing two former students with Down's Syndrome as educational assistants.
And both school boards themselves have made available some placements for the two schemes.

Educational Assistants

Another integration facilitator is the educational assistant, a trained and valued member of staff who works not only with children with special needs but with the whole student population and teachers as well.

Part of their work is to give classroom presentations explaining disability. "Children ask honest questions and they want honest answers", explained an assistant at a Hamilton school.

Educational assistants have an important role helping teachers to understand disability so they feel more comfortable and are not afraid. "After that though, I back off", says the Hamilton assistant. "I fade away so the magic which happens when special needs kids are integrated is given a chance to work." □

Integration snapshots

These six accounts represent experiences of classroom life in the Waterloo and Hamilton areas. The snapshots focus on key aspects of integration, how it works and what it means.

The Learning Resource Centre

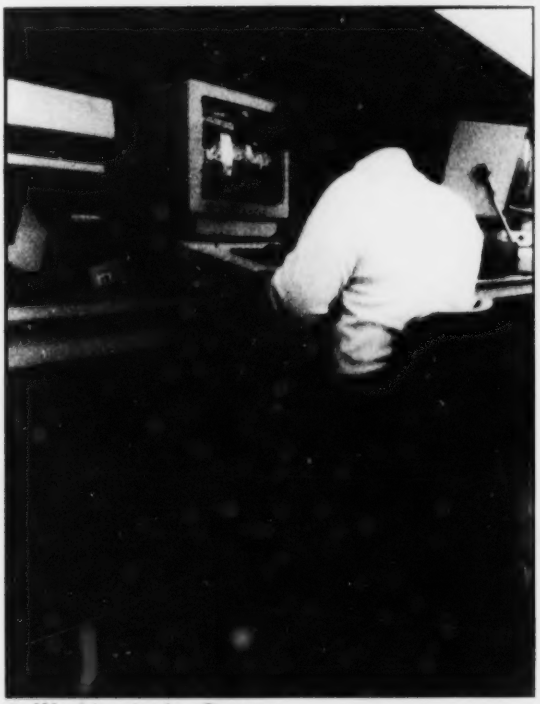
The learning resource centre is an important part of many integrated secondary schools in Hamilton and Waterloo, although some schools have found they no longer need this facility.

The resource centre at St. Mary's High School in Waterloo is a cheerful, busy area, its doors wide open to a stream of students and teachers pursuing a variety of activities. Students with disabilities or learning difficulties are enrolled in ordinary classrooms and use the resource centre as needed for individual or group work.

The image of integration as a kaleidoscope with many diverse parts changing pattern as part of a whole, comes to life in this room. In one morning the centre serves as a stopping off place, staging post, retreat, meeting room, and study space for the school community, including children with disabilities or difficulties.

Two students arrive between classes to meet up with classmates who are helping them find their way about the school. Another student stops off to tell staff she has forgotten her socks and spends five minutes or so working on a reminder note. At one of the many circular tables a small group of students work with a teacher. Nearby, another teacher is absorbed in his own work at one of the computers which line the sides of the room.

Jodi, who has multiple disabilities, spends most of this particular morning sitting with the different groups and individuals who come in and out of the resource centre. Jodi cannot talk but several students speak to her and she reponds to their interest. Later she will go to a class. Misgivings about whether Jodi's experience amounts to education are gently countered by a teacher who adds: "Probably the best education going on is education for the other kids."



● *Working in the Centre.*

A Letter to the Minister

More than eighty children from St. Martin of Tours School in Hamilton wrote to the Ontario Education Minister, Sean Conway, asking him to "be kinder" to children with disabilities. The students wanted him to intervene in the case of 15-year-old Becky Till, who has been excluded from regular classes by York Public School Board in Sharon, near Toronto.

Here are some quotes from their letters:

● *"I think you should let special kids in. They are different outside but not inside. They make me care more".*
● *"I think everyone in the world is disabled in one way or another. Some people are disabled due to prejudice, a lack of understanding and compassion".*
● *"If I was a disabled kid I wouldn't want to go to a separate school ... Please let disabled kids go to any school they want".*
● *"These children are funny. They laugh and have fun just like everyone else. They also get hurt feelings".*
● *"These children are not pushed into corners. They are loved and cared for and made to feel normal at my school".*
● *"We have all realised that everyone is special in their own way. Some of us may need more help than others but none of us are turned away".*
● *"What if you walk across the street and get hit by a car and the people that you work with wouldn't let you back?"*
● *"These children do not make our school different. They make it better".*
● *"We still get all our work done and more".*
● *"I really hope you change your mind about children with a handicap. They have a life too".*
● *"What happens if your best friend who is handicapped has to leave or maybe move?"*
● *"Your last name is different than mine. Does this make me different? No. I don't think it is very gentlemanly-like to put a person in a place where they don't want to be".*
● *"Who can say for sure what normal is".*

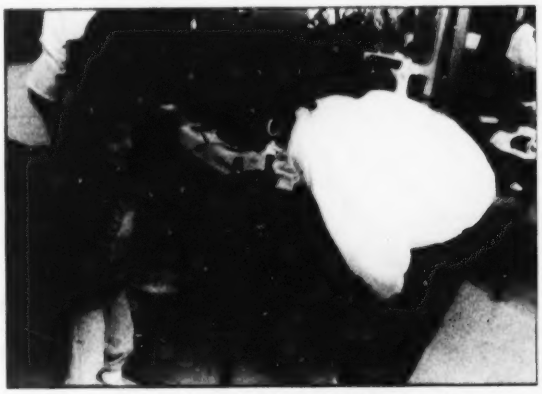
(See also Parents' Perspectives on page 18)

The Sewing Class

Special educational needs are no barrier to taking part in sewing lessons at Cardinal Newman High School in Hamilton. Like other students, those with disabilities have their own seat at one of the large square tables in the sewing room, their own electric machine, adapted if necessary, and individual work books. In addition the two students involved in this class have help from an educational assistant.

The assistant has already collaborated with the teacher to work out modifications and adaptions to the curriculum so the two can be included and is available throughout the lesson to give them extra support.

The role of the teacher is no different for the students with special needs. She occasionally stops at their table to guide and encourage as she slowly circulates round the room making herself readily available to any student who needs her. The teacher says there is no problem integrating the two students with special educational needs. "This is all individual work so it's easy to modify and adapt the programme to their levels."



● *16 year old Carla, left, with fellow student*

The Integration Video

One of the videos made by the Hamilton Board to illustrate integration shows a girl asleep in her wheelchair at her desk.

The shot is included on the recommendation of the Superintendent of Operations, who resisted suggestions from staff that it would create a better impression if the scene was cut.

Jim Hansen says teachers and pupils get a boost from being involved with children who progress against the odds — "these special kids have enriched our school system beyond imagination." But he warns against letting feelings of elation distort an equitable approach to children with special needs.

"I wanted the shot of the girl asleep in her wheelchair left in the video because it's realistic. If I know high school, some of the other kids are asleep too but they've got their eyes open. There's a notion that handicapped kids have to be kept busy every minute of the day, but other kids can stare into the distance or chew their pencils if they want to."

● *"Disabled Olympics", Canada 1984. These games are criticised as "patronising nonsense"*

In the same way as children with disabilities may be expected to behave better than other children, expectations for special education may be higher than for ordinary education. "People judge special education much more harshly", says Jim Hansen. "Because it's special, it's somehow supposed to be perfect. And it's supposed to cure".

He explains that confusing and contradictory attitudes towards people with disabilities often stem from feelings of guilt, yet what is really needed "is just the ordinary kind of stuff".

And a further clarification. "When we talk about normal we mean normal; we don't mean special normal", he says.

The Disabled Olympics is singled out as a particularly gross manifestation of "special normal". Jim Hansen's appraisal of the event is delivered with a forthrightness which makes some equal opportunities advocates gasp. "I'm totally and absolutely against it. They don't have Olympics for old, fat guys. Really, it's patronising nonsense".

What to do with Benny?

It is late afternoon a few days before Halloween. Nine-year-old pupils of St. Martin of Tours Elementary School in Hamilton can hardly contain their excitement as they wait for the results of their classroom raffle. The prize: two pumpkins cut into face-shaped lanterns which smile and wink at the children, cross-legged on the floor.

A name is drawn out of the hat and the first lantern is claimed. Within seconds the second lantern is borne away by a new owner. Several children look slightly ruffled because they do not have winning tickets but soon move on to a fresh activity. For Benny, however, the disappointment is too much to bear. He does not move from the floor. He begins to cry and the rising anguish in his sobs seems like a warning that he is about to lose control . . . but is he?

Swiftly and with empathy little hands clasp his hands and guide him to a table in a sheltered spot at the back of the room. Teacher and educational assistant stand aside as two fellow pupils settle Benny between them to read a favourite book. It is touching and highly effective example of what the Centre for Integrated Education calls "letting children lead". In this integrated class, Benny has help from his friends as well as his teachers.

Class teacher Ann Simms says when Benny joined her class she was worried she would not know what to do. Now she has found that, in many situations, she or the children do know.

● *Benny gets help from his friends.*

And when they are unsure, special education teachers and assistants are available to help.

"If Benny co-operates everything is fine but if he doesn't things can get tough. It's then you need somebody to take Benny from the class or take over for the rest of the kids".

Support is also needed to help with alternative teaching strategies for Benny. "As a class teacher you have a tendency to think because Benny is in Grade 3 he should be doing what every Grade 3 child does, but he can't", says Anne Simms. "He can do a lot of it; he can do the music and the gym. But he needs different approaches for reading and maths. I need to be shown which way to go with those subjects to prevent giving him frustration level".

Teachers' Lesson

A group of special education teachers are taking part in one of the school tours organised by the Waterloo Catholic Board. At our Lady of Lourdes Elementary School, the principal and several staff members sit across the table from the small group of visitors fielding questions about how to cope with disabilities and learning difficulties in a mainstream classroom.

Generalised labels used by the visiting teachers are countered by detailed descriptions of individual children from the principal, who keeps stressing the importance of accepting responsibility at classroom level.

It is clear there is a different emphasis and different approach to what is basically the same job. From an objective, medical view of disability, the principal's description of a pupil "who ate foil, roughed up the guinea pig and frightened other children in the class" looked too personal and lacked respect. From the perspective of seeing the person before the disability the visiting teachers categories of pupils as "self abusive", "non-functioning" and "non-toilet trained" came across as insulting.

The principal goes on to explain that in his school a child with a learning difficulty attending a geography lesson might well be piecing together a jigsaw puzzle in the shape of Canada, while other children would be working on the country's politics and geography. "Same concept — different expectation level", he says.

As for "self-care" skills, these were developed in a natural way relevant to the child's daily routine rather than being taught out of context as an isolated and unconnected activity.

Then came the final question. It concerned an aspect of integration which the visiting teachers seemed to regard as particularly difficult, judging by their anxious expressions. What do you do, they asked, with a male student, who is seventeen years old and needs his nappy changed?

"I don't have any diapers here . . . you don't want me to go and get some do you?" queries the principal, presumably hoping that the light will dawn. □

Circles and MAPS in Practice

Carla and May are both doing well in integrated secondary schools in Hamilton and Waterloo. The MAPS (Making Action Plans) process and Circle of Friends relationship-building were used to help both young women become full members of their classes.

The following case study applications give examples of how May's friendship circle was built and Carla's MAP was begun. They are summarised from papers by Marsha Forest, Director of the Centre for Integrated Education, and Evelyn Lusthaus, Professor of Education, McGill University.

A Circle for May

A few days before May was due to join her new class an integration consultant visited the class to speak to the students about May's arrival. The consultant's questions and students responses went like this:

Consultant: "Hi, I've come to talk to you about May who will be coming to your class next week. You met her last week when she visited with her mother. For years May has gone to a segregated school or been in a self-contained life-skills class. What does this mean?"

Students:
"Places for retarded people".
"Schools for kids who are really bad".
"Like the one near my house where all the wheelchairs go".

Consultant: "Why is May coming to this class? Why are we doing this?".

Students:
"Why not? She's our age, she should be here".
"How would you feel if you were 12 and were never with kids your own age".
"It's dumb for her not to be here".
"She needs friends".
"She needs a boyfriend".

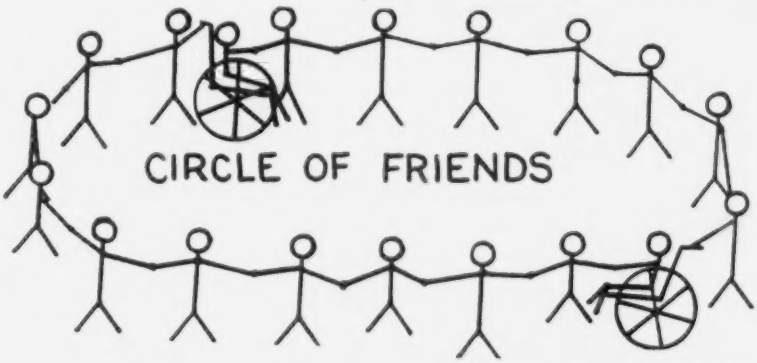
Consultant: "What do you think we want you to do?"

Students:
"Treat her like one of us".
"Make her feel welcome".
"Help her make friends".
"Help her with her work".
"Call her and invite her to our parties".

Consultant: "I want to switch gears for a few minutes and ask you to all do an exercise with me called *'Circle of Friends'*. I do this very same thing with teachers and parents and I think you are all grown up enough to handle it". (The consultant hands out a sheet of paper showing four concentric circles).

"There are four circles. I want you to think about who you would put in your first circle. These are the people closest to you, the people you really love. You can do this privately or in pairs, and you can tell us or keep it private".

(The consultant filled in her own circles on the board while the students did their circles at their seats. When finished the consultant facilitator



Consultant: "Well May is coming here and I'll tell you a secret, everyone is really scared. Her mother and father are scared, Mr. Gorman (teacher) is scared, Mr. Cullen (principal) is scared, I'm scared. Why do you think all of us are so scared?"

Students:
"You think we'll be mean to her".
"You think we'll tease her and be mean to her".
"You think she'll be left out".

Consultant: "There are some things we don't want you to do when she arrives. What do you think they are?"

Students:
"Don't treat her like a baby".
"Don't pity her".
"Don't ignore her".
"Don't feel sorry for her".

shared her circles and then asked for volunteers to share theirs).

Student: "I put my Mom, my Dad, Matt who is my best friend and Stacey, that's my Mom's best friend and she often helps me when I have a problem".

Consultant: "Why did you put those people in your circle?".

Student: "They are people I feel close to . . . I love them".

Consultant: "What do you do with the people in Circle One".

Student: "I share my secrets, I can be myself, I go to them when I'm hurt, I trust them, I love them".

Consultant: "Now lets do Circle Two. These are people you really like but not enough to put in Circle One".

Student: "I put in my dog and my two best friends Tim and Todd and my teacher Mr Gorman. I put them in because I can do everything with them and we have fun together and visit a lot".
Consultant: "The third circle is groups of people you like or people you do things with like Scouts, swimming, hockey etc".
Student: "I have lots. I'm in Boy Scouts, my church, my Sunday school, this class, my street hockey group and my family is like a group".
Consultant: "The last circle is for people you pay to be in your lives, like your doctor, dentist and so on".
Student: "I put in my doctor and my eye glass doctor, that's all".
Consultant: "Now I want you to think about a person's circle. Here's a fantasy person named Sebastian. He's your age (12) and his circle looks like this. He only put his Mom in Circle One and the rest of his circles are empty except for Circle Four which is filled with doctors, social workers, therapists etc. Think hard for a few minutes because this is real serious. How would you feel if your life looked like Sebastian's?"
Students: "Lonely, depressed, unwanted, terrible, disgusted, like what's the use of living, like I'd want to commit suicide, like dying, awful, crazy, hurt, nobody cares, angry, furious, mad . . ."
Consultant: "How do you think you'd act?"
Students: "I'd act like a vegetable, I'd hide and keep my head down all day, I'd hit people, I'd cry all day, I'd hate everyone, I'd kill myself, I'd want to kill others, I'd steal, I'd curse and spit, I'd fight . . ." (These are lists of words collected from the students in brainstorming sessions).
Consultant: "I want to wind this up for today and I'll be back in a few weeks to see what's happening. Remember I came and we started talking about May who will be in your class soon. Well right now her life looks a bit like Sebastian's imaginary circle. So why did I do this?"
Student: "To help us understand about all the new kids who are coming into our classes — about how they must feel".
Consultant: "What I'd like is a group of you to act as a welcome committee and another group to act as a telephone crew. I want a phone caller for each day of the week. Do you think that's a good idea?"
Student: "Wow, yeah . . . what a neat idea".
Consultant: "Remember friends don't develop overnight. This is just the start. Not all of you will be May's friends . . . all of you can be friendly, but my dream and hope is that out of this great class May will have at least six friends who will do things with her in school and most of all after school and on weekends. Who wants to help?"

A MAP for Carla

Two meetings were held before Carla joined an ordinary class at her local school. The first meeting took place towards the end of the school term and consisted of an informal chat between the school principal, home room teacher, and Carla's parents. The principal asked about the parents' expectations, explained in general the

school programme and provided an overall picture of how Carla could be incorporated.

Immediately before school began another short meeting was held with the principal, home room teacher, parents and a team of people who could be helpful. These included a special education resource teacher, a speech and language specialist and an integration consultant.

At this meeting everyone agreed that for two weeks the class teacher and the students and Carla all needed to get to know one another before any specific planning could take place. It was decided that Carla would follow the regular school day for 12-year-olds and the class teacher would get to know her without an educational assistant present. At the end of the two weeks another team meeting would be held.

During those two weeks the integration consultant approached Carla's class to begin to build a friendship circle around her. A telephone committee was formed so that Carla would get one telephone call each evening from one of her new classmates.

When the day of the team meeting arrived, the original planning team were joined by Carla as well as several of her class mates and her brothers for what was to be the beginning of the formal planning process.

The meeting opened with a review of the events to date. Overall, it had been a good two weeks. The class teacher, the students and Carla were beginning to get to know one another. Now it was time for professionals, parents, pupils, friends and relatives to focus on the seven questions that are at the heart of MAPS planning.

1. What is Carla's history?

The first question is meant to give everyone in the team a picture of what has happened in the student's life. Parents are asked to summarise the key milestones which had an impact on their child's life. One key milestone in Carla's life was that she had been critically ill for about a year. Someone from the family was with her day and night which affected her ability to be without her mother when she went back to school.

2. What is your dream for Carla?

Parents of children with disabilities often have not had the opportunity to think about what they want most for their children. This question restores their ability to have a vision based on what they really want for their child, rather than what they think they can get. Sometimes this is the first time professionals have had the opportunity to hear what parents hold in their hearts and minds for their children's future. Carla's parents said they

Carla's Day

8.40-8.45 The day begins

Carla arrives in a taxi and is met by Susie and some other children. Who will be responsible for getting Carla from the taxi to the classroom? Susie volunteers.

8.45-8.55 Opening exercises

Carla will sit at her desk in the second row, in the middle of the room and sing and participate in the beginning of the day.

8.55-9.30 Language arts period

Does it make sense for Carla to follow the grade seven programme? Does it meet her needs? No. Can it be modified? No. Should she have her own programme in the language and communication area? Yes. Where should this take place? At the side table in the room where other students do individual work. The educational assistant will carry out a programme designed by the special education resource team dealing with functional reading, writing and speaking.

9.30-9.50 French

After much discussion all agreed that Carla enjoys French. Although the French teacher welcomes Carla, she should not stay for the whole period. She will stay twenty minutes for the conversational French, songs, weather etc. She will listen, learn to recognise French, and learn a few words. She can learn numbers, colour and point to some pictures. The class teacher and the French teacher will design this with the assistance of the special education resource person. No educational assistant is needed at this slot.

9.50-10.10 Individualised computer program work

Carla will work on the computer with the educational assistant or by herself in the home room classroom where everyone uses the computer. Programs will be developed in co-operation with the communications team of the school board.

10.10-10.25 Recess

Carla will get ready to go out with a circle of friends. They will make sure she does not get trampled on.

10.30-11.00 French or communications

At this time a creative communication programme developed by the school board is being put in place for Carla. For example, one goal is learning to use and talk on the telephone. The school principal volunteered both his office and telephone and Carla will learn to dial and talk on the telephone.

11.00-11.20 Silent reading

Carla will choose library books and do silent reading along with her classmates. No extra help needed except for peers.

11.20-11.50 Religion

Carla will have a modified programme designed by the class teacher and the special education resource teacher with no extra assistance except other children. She will have tasks to complete along with other students, but they will be at her level of performance.

11.50-12.30 Lunch

Carla will eat with a group of friends and the assistant will be available and on call, but out of sight. She will go out or stay in with her friends to listen to music or play as the rest of the group does.

12.30-1.00 Lunchbreak continues

Carla will have some quiet time with other students to read books or listen to music, tapes, records or videos. She will be with a circle of volunteers.

1.05-2.05 Maths

Carla will have a parallel maths programme and work with the educational assistant on learning to use the computer, calculator, counting, numbers and shopping.

2.05-2.20 Recess

2.20-3.30 Work experience

Carla, who likes plants, will work with the educational assistant in taking care of all the plants in the school. They will also buy seeds and plant new plants, and in the spring they will plant them outdoors. Everyone thought this was a great idea and the educational assistant is to carry it out in co-operation with the class teacher.

3.30 Dismissal

Carla's day is full and has a variety of environments, activities and events. Her parents like it, Carla likes it and it will be revised and reviewed as needed. It is fluid, not set in stone. The overall objectives for communication, independence and friends identified earlier are built into the entire day. It makes sense. The team can answer why to every moment of the day.

dreamed Carla would be able to go to high school with her brothers, to get a job, and one day to live with some friends in the community.

3. What is your nightmare?

This question makes explicit what is in the heart of virtually every parent of a child with a disability or learning difficulty. Carla's parents said, "We're afraid Carla will end up in an institution, work in a sheltered workshop and have no-one when we die."

4. Who is Carla?

This question is intended to lead to a general brainstorming session on who Carla is. Everyone spoke until all thoughts were exhausted. These are the answers:

"12-years-old, lives with Mom and Dad, has two brothers, loves touch and warmth, playful, inquisitive, small, dependent, fun to be with, smiling, lively, happy, aware, has a sense of humour, pulls her hair, speaks in some words and sentences, sings la la, very good memory, temperamental, has her own way of communicating, wants to be involved, a real personality, stubborn."

The team facilitator asked the parents to circle the three words they felt best described Carla. Her mother circled happy, temperamental, and a real personality; Dad circled aware, memory, small. One of the teachers circled temperamental, small and memory. The students circled personality, small and lively. From the above a person emerges who is unique.

5. What are Carla's strengths, gifts and talents?

Many parents have problems with this as they have been encouraged to concentrate on negatives. Here is how Carla's group responded:

"Real personality, good memory, loves people, good communicator, talks a lot, has a loving family, persistent, inquisitive, daring, loves music, follows directions, walks at reasonable rate, runs, dresses herself, undresses herself with a little help, eats by herself, puts on the video recorder, uses tapes on her own, uses the tape recorder, washes her hands, brushes her teeth."

At this point homework was assigned. Carla's relatives, friends and teachers were all to do their own lists of things she can do independently and with assistance and bring them to the next meeting.

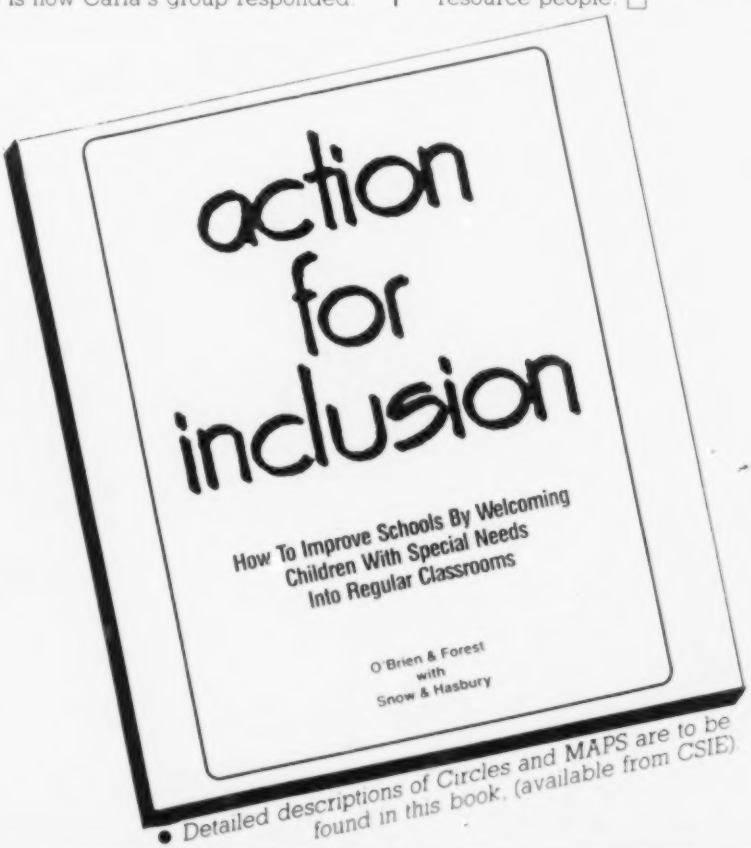
6. What are Carla's needs?

Needs vary depending on who is defining them. The group was divided into parents, students, and teachers and each sub-group was asked for their point of view. At the end of the exercise Carla's four main needs were summarised as:

Carla needs friends at home and school.
Carla needs a communication system.
Carla needs to be more independent.
Carla needs to stop pulling her hair.

7. What would Carla's ideal day look like, and what do we need to do to make it happen?

The school has all the ingredients to work out an ideal day: a co-operative family, a welcoming and co-operative principal, a nervous but inviting teacher, a child with many challenging needs, and 27 pupils of the same age. The class teacher indicated that his main need was an educational assistant at various times of the day and a programme created by the special education resource people. □


action for inclusion
How To Improve Schools By Welcoming Children With Special Needs Into Regular Classrooms
O'Brien & Forest with Snow & Hasbury

• Detailed descriptions of Circles and MAPS are to be found in this book, (available from CSIE).

Parents' perspectives

Carla's mother, Sandra Barabadoro says that Carla has benefited tremendously from her integrated education. She feels that without integration Carla at 16 would have been a recluse with a totally different personality.

"She would not be as open and as likeable. She would not have the social mannerisms and she would not ask and like to go out to restaurants and other places. I don't feel she would have gained any of that".

Another parent, Barbara Italiano, also from Hamilton, says that her son, Pietro has not suffered "one iota" from being educated in an integrated setting and that there have been many gains.

"Maybe if he had been in a segregated school he might have learned to feed himself a little sooner or zip up a zipper a little quicker. Might have, I don't know. What I do know is he would not have the vocabulary he has now and he would not have the social skills.

"At one time I couldn't even take him out on the street because if a lorry came passed he would be devastated by the noise. Now he goes to dances and enjoys it."

Both parents resist the idea that their children need more protection than other children because of their disabilities but strongly advocate their need for more support. What would they say if this support was offered only in a segregated setting?

Sandra Barabadaro: "I would not accept any educator of any sort saying my child can not have the support she needs in the ordinary system. I would not tolerate that answer". She points out that all children have the right to go to school and get the support they need and questions the double standard applied to children with disabilities.

"What would you do in the case of a regular child if an educator said there is no more money for Grade 2 so there will be no Grade 2 next year. What if an educator said 'I'm sorry there's no more money for Grade 3 so your child can't be educated here?' What would you do? I don't think many parents would accept it".

Barbara Italiano says that integrated education does not necessarily mean ideal education. Parents who object to integration because it will not give them a "perfect" student:teacher ratio are living in a dream world. "If we want our children to live in the real world then we have to take the good with the bad and fight for the bad if it doesn't work, in the same way as we would fight for our regular children.

"We don't take our special children out of an integrated setting and put them in a bubble to protect them. We have to make sure that where they are is the best place it can be".

And what about criticisms that such strong commitment to integration is putting personal principles before the welfare of individual children?

Sandra: "My child depends on my principles. I teach my child my principles. I am not putting them before my child. They are my child".

Linda Till, of Sharon, near Toronto is so committed to integration that she has appealed to the Ontario Human Rights Commission over York Public School Board's decision to place her daughter, Becky, in a segregated special class.

Mrs. Till says that the board has a policy of placing children who are "different" in self-contained classes while what she wants is a process "where we can identify Becky's needs and how we are going to meet them in the mainstream".

Linda Till sees the issue as one of "discrimination, not placement" and has arranged for her daughter to be taught at home rather than accept segregation. She is quite clear that although home-tutoring is not entirely right for her daughter, it is the best her parents can do and they are not to blame for any disruption to Becky's education.

Mrs. Till says the pressure to accept a segregated place has been very strong, including criticisms that Becky is being "sacrificed" and used by her parents as a "political pawn". "But we are not the ones who are doing this to Becky. We have said we want Becky in school. We have said where and how and we have made ourselves available to help. The people who are keeping her out of school are the York School Board". (See also *"A Letter to the Minister"* on page 11) □

Conclusion

In Waterloo and Hamilton the wholehearted commitment to full inclusion for all children in ordinary classes with appropriate support has made integration possible at a level and on a scale that has not yet happened in Britain.

In these two areas integration is not cut short by excluding children with certain types of severity of disability or difficulty in learning, by limiting participation to certain settings, or by dispensing inclusion in measured amounts. Integration goes all the way to meet the needs of all children alongside their peers. The goal — adopted as a policy commitment by the boards — is one of zero exclusion; the only criterion for inclusion in an ordinary class is breathing.

Behind this commitment are four principles which are widely accepted.

- **Children with disabilities or difficulties in learning belong and they have a right to the support they need in ordinary classes.**
- **All children, with and without disabilities, benefit from integration which is an important component of a quality education service.**
- **All children have the right to an education which will prepare them for life in the community.**
- **The kind of teaching practices and classroom organisation which are good for integration are good for all children.**

There are important lessons to learn from this dedicated and comprehensive approach to integration.

Such an unequivocal stance gives a clear direction to concentrate special education resources on ordinary classrooms and ordinary teachers. Integration in Hamilton and Waterloo is synonymous with the provision of necessary supports in ordinary settings. Integration without appropriate support is not considered to be integration. It is regarded as dumping.

At the same time, the goal of full inclusion conveys an uncompromising message about the rights of all children to belong and about teachers' obligations to include them. It places the ultimate responsibility for problems with learning, not with children, but with the education system and adult educators. This allows teachers' initial anxieties about disability to be taken seriously but teachers are expected to get on with their jobs all the same.

In seeking to include all children, teachers also have to come to terms with the possibility of failure. Indeed a degree of failure is to be expected since the very process of integration is the process of parents, teachers and pupils sharing a common commitment to find new ways of overcoming obstacles which inevitably and continually arise. Rather than something to be achieved or to produce, integration is something to do, and to do well as the natural expression of a belief in human rights and equal opportunities. Grasping the challenge of integration in this way has an energising effect for all involved.

Working towards a goal of full inclusion inevitably demands re-thinking professional attitudes and re-structuring the organisation and content of special support services because without these changes integration with support can not occur.

Similar changes are required at classroom level if integration is to bear fruit for individual students. They need personalised plans to identify goals and tactics for inclusion in the ordinary class as well as adaptions to the ordinary curriculum and timetable. Friendships are more likely to grow and future job opportunities develop if structured methods are used to assist progress.

The integration action plans, and individual education plans, which are part of special provision in Waterloo and Hamilton are quite different from the statements of special educational needs which are available to children with disabilities or difficulties in this country.

While statements are intended to give a guarantee of additional provision to meet identified special needs, they generally do not go into detail about how that provision is to be put into effect. In Waterloo and Hamilton the whole point of their planning process and documents is to work out how to integrate a particular child. It is not considered necessary to have statements guaranteeing additional resources for special needs because this entitlement is stipulated in board policy for all children in ordinary classrooms.

How to concentrate special resources in ordinary classrooms in the most effective manner, how to gain teachers' full co-operation and commitment, how to put integration into practice in ways which adequately meet individual social and academic needs — these are all questions which cause reservations about proceeding towards full integration in this country, yet they are being enthusiastically tackled in Waterloo and Hamilton.

What makes people in Waterloo and Hamilton move on while most of Britain and other parts of Canada hold back? The explanation is not to do with lack of information and experience, since what is available to be known in the two boards is also available to be known elsewhere. What makes the main difference is that Hamilton and Waterloo made a policy commitment to end segregation and planned and organised changes in their education services so they could work towards fulfilling their goal. □□

● *The city of Toronto . . . yet it is the nearby towns of Hamilton and Waterloo that have created the cutting edge for integration.*

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The following books, articles and papers have been used in preparing this CSIE report. They have been grouped under three general subject headings.

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York, Vandercook, Macdonald, and Wolff (editors) *"STRATEGIES FOR FULL INCLUSION"* (1989), Institute on Community Integration, Minneapolis.

Useful addresses

Advocacy Resource Centre for the Handicapped,
40 Orchard View Boulevard, Suite 225, Toronto, Ontario, M4R 1BN. (416) 482-8255.

Canadian Association for Community Living,
Kinsmen Building, York University Campus, 4700 Keele Street, Downsview, Ontario, M3J 1P3. (416) 661-9611.

Centre for Integrated Education,
35 Jackes Avenue, Toronto, Ontario, M4Z 1E2. (416) 923-3591.

G. Allan Roeher Institute,
Kinsmen Building, York University Campus, 4700 Keele Street, Downsview, Ontario M3J 1P3. (416) 661-9611.

Integration Action Group,
PO Box 10, Station D. Etobicoke, Ontario, M9A 4X1. (416) 857-3305.

Hamilton and Wentworth Catholic School Board,
90 Mulberry Street, PO Box 2012, Hamilton, Ontario, L8N 3R9. (416) 525-2930.

Institute on Community Integration,
109, Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, Minnesota 55455. (612) 624-4512.

Ontario Ministry of Education,
Special Education Branch, 17th floor, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2.

Ontario People First,
c/o Kinsmen Building, York University Campus, 4700 Keele Street, Downsview, Ontario, M3J 1P3. (416) 661-9611.

Waterloo Catholic School Board,
91 Moore Avenue, Kitchener, Ontario, N2H 3S4. (519) 578-3660.

Justice for Children,
720 Spadina Avenue, Suite 105, Toronto, Ontario. (416) 920-1633.

A video about inclusive education *"With a Little Help from My Friends"* features staff and pupils of the Waterloo School Board. It is available in the UK (£30) from **Tameside Association for Community Living,** 19 Lumb Lane, Littlemoss, Droylsden, Manchester M33 7BU. Tel: 061 301-4777.

For information about videos on integration in Hamilton schools, contact Jim Hansen at the Hamilton and Wentworth Catholic School Board address (above).

The goal of the Hamilton and Waterloo Catholic School Boards in Ontario, Canada, is to meet the needs of all children in ordinary, age-appropriate classes in neighbourhood schools. All children, including those with disabilities or difficulties in learning, are welcomed and supported together. There are no special schools.

This CSIE report describes local school board policy and practice, covers integration strategies including some detailed case studies and investigates the parents' perspective. It captures the spirit of these inclusive school communities in a series of integration "snapshots" and shows how legislation has failed to keep up with rising aspirations.

These two Canadian education authorities challenge administrators, professionals and parents in this country to re-consider whether it is necessary to limit integration or whether we can now go all the way.